

**RISING GRADE 3  
SUMMER LEARNING MATH**

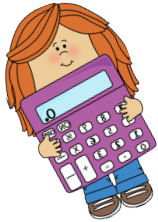


**Math summer learning support site:**

**<http://readyformath.weebly.com/>**

**Office of Acceleration & Innovation**

**MSAP GRANT**



# Road to Summer Learning Success

We are excited to help your child prepare for the next school year. This portfolio is filled with activities that will help your child review fundamental math concepts to be ready for the grade 3 math. For instructions and help in mastering these concepts, you will find support at our website

<http://readyformath.weebly.com>

## INSTRUCTIONS

- Assignments are organized by standards and weeks. If your child has mastered the standard and can do all assessments **INDEPENDENTLY, ACCURATELY AND CORRECTLY**, your child can move forward without studying all the support materials at our web site.
- If your child needs support, please have your child work through support materials. It is a best practice for your child to view and work through LET'S LEARN material first.
- Each week, there are 3 days of math practice assignments. Those create portfolio of student work.

## SUCCEEDING IN THIS PROGRAM

The goal of this program is to help your child get ready for the next grade level. Here are some tips to make this productive and successful

- Set aside time for math (activities and problems take about 30-45 minutes a day, 3 days a week; this program cannot be completed all at once
- Encourage your child to work through all problems; have your child go through learn and explore activities first
- Notes are required if your child was assigned this program. Please download the note template or use a spiral to take notes in the same form as a template
- If your child is receiving tutoring, have tutor use the same strategies

## Note Taking Graphic Organizer

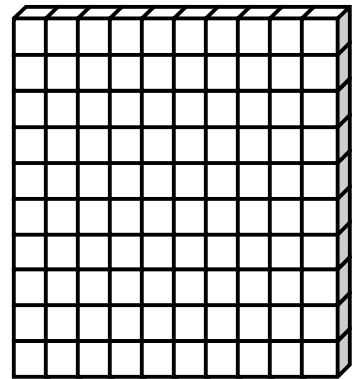
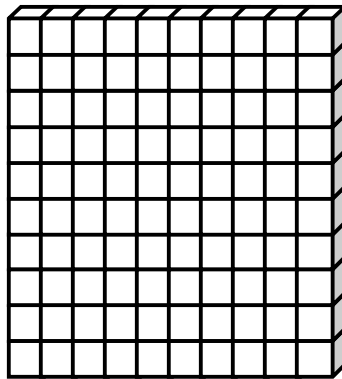
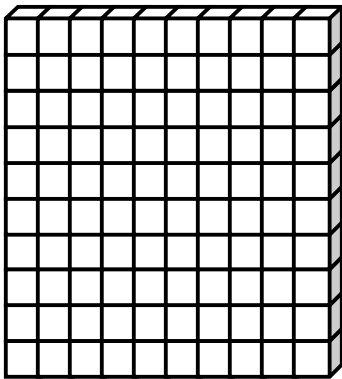
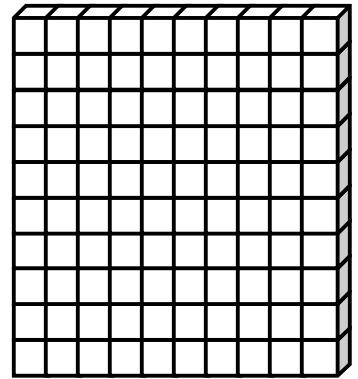
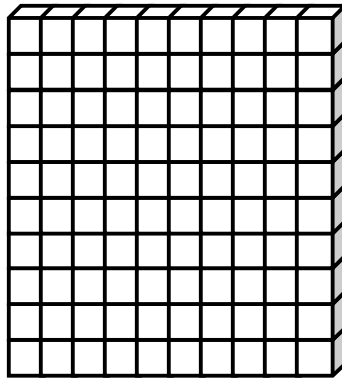
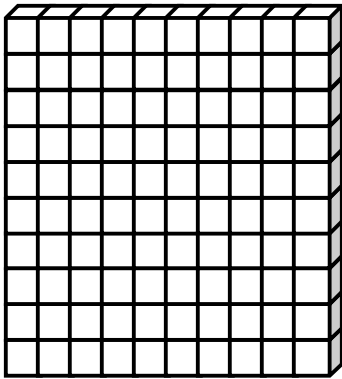
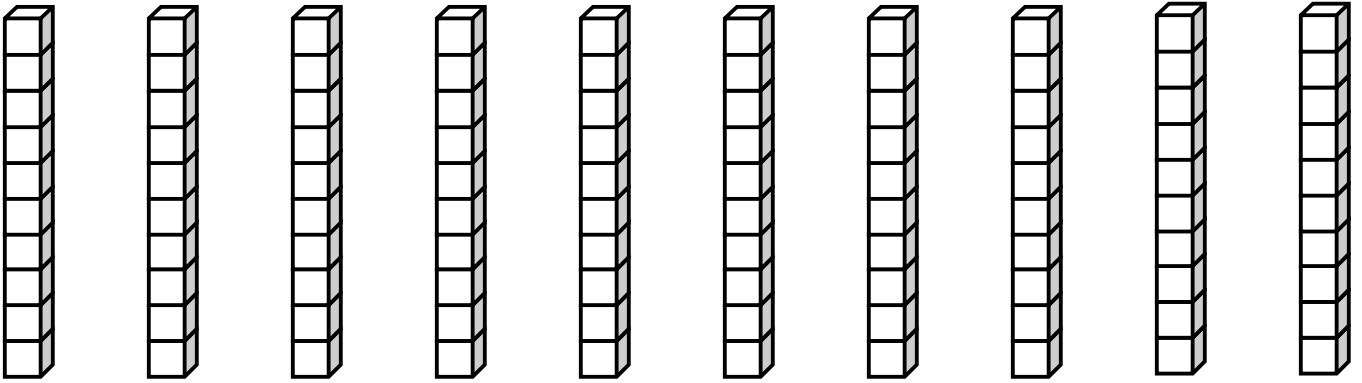
While watching the lesson take notes using the form below. You can stop, rewind, and rewatch as many times as you need to understand. Turn in notes with your portfolio. You can also use a spiral - just organize it as a graphic organizer below.

What is this lesson about?

Jot down some notes that will help you remember key concepts (*Write or Draw Pictures*)

Review problem

Mistakes to Avoid



**DAY 1**

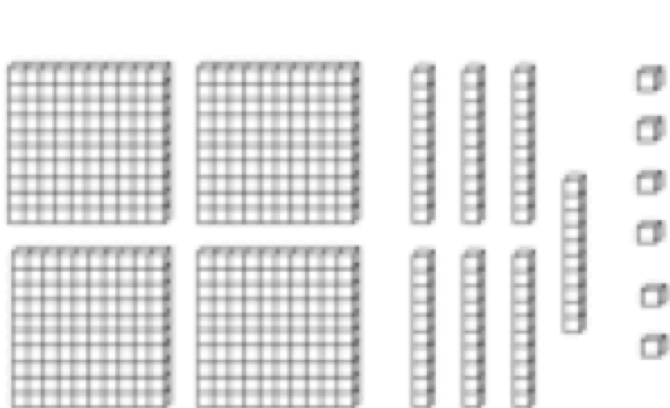
Choose three 2-digit numbers that are greater than 40 and less than 100.

a). Use Base 10 blocks (attached) to represent the numbers you chose in five different ways.

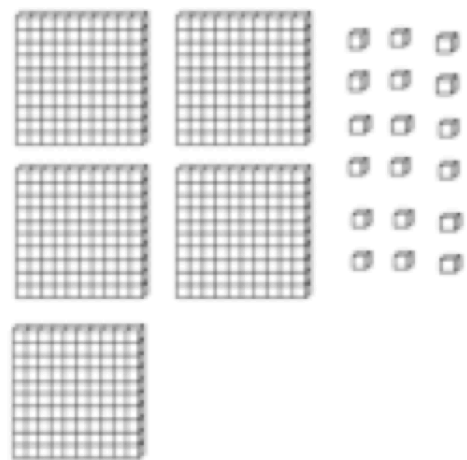
b). Record each representation you make using words, numbers, and an equation.

Number: _____	Number: _____	Number: _____

Write a number that the model shows



\_\_\_\_\_



\_\_\_\_\_

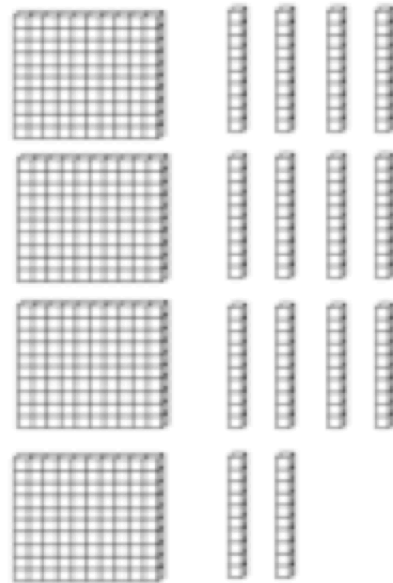
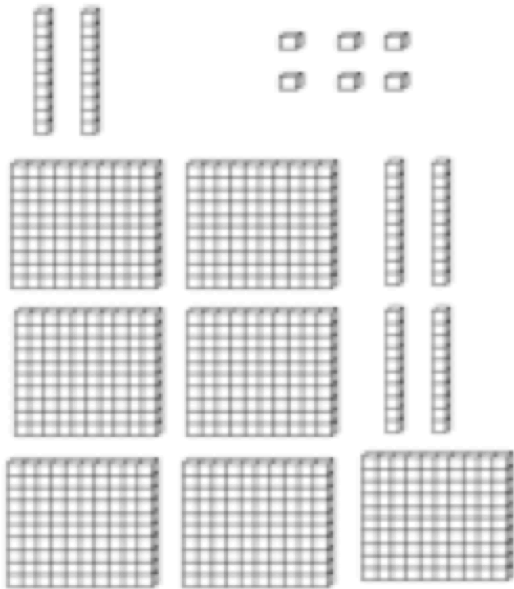
Complete Skip Counting by 5s sheet on the next page.

**OPTIONAL EXTRA CHALLENGE:**

Complete another skip counting by 5s fluency sheet! You can find more fluency sheets on our web site.

DAY 2

Write a number that the model shows



Use squares  sticks | and dots ● to show 462 two different ways.

Use squares  sticks | and dots ● to show 283 two different ways.

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Complete the attached skip count by 10s sheet.

OPTIONAL EXTRA CHALLENGE

- Start with 10. Skip count to 100 and write it down
- Start with 100. Skip count to 200 and write it down
- Start with 200. Skip count to 300 and write it down
- Start with 300. Skip count to 400 and write it down
- Start with 400. Skip count to 500 and write it down

## DAY 3

Cut the Task 1 card template and cut out the numbers 3, 5 and 9, and use the cards to make three largest possible numbers. When you are finished, explain how you know that they are the three largest possible numbers.

3 largest numbers I made were: \_\_\_\_\_

My explanation:

Fill in the blanks with the correct number.

739 = \_\_\_\_\_ hundreds      \_\_\_\_\_ tens      \_\_\_\_\_ ones

480 = \_\_\_\_\_ hundreds      \_\_\_\_\_ tens      \_\_\_\_\_ ones

Write the number that has 4 hundreds, 0 tens, 2 ones = \_\_\_\_\_

Write the number that has 0 hundreds, 6 tens, 7 ones = \_\_\_\_\_

Skip count by 10s

- Start with 500. Skip count to 600 and write it down
- Start with 600. Skip count to 700 and write it down
- Start with 700. Skip count to 800 and write it down
- Start with 800. Skip count to 900 and write it down
- Start with 900. Skip count to 1000 and write it down

3

5

9

3

5

9

3

5

9

3

5

9



Name: \_\_\_\_\_

## By 10s: Skip Counting

Fill in the blank with the missing number. Remember, you are counting by 10.

33   43            63            83

78   88   98            118         

204            224   234   244         

522   532            552            572

696            716            736   746

879   889            909   919

## DAY 1

127 is a number.

- Write it as a sum of 100's, 10's, and 1's.
- Write its name in words.
- Draw a picture to represent the number.

$500+60+8$  is a number.

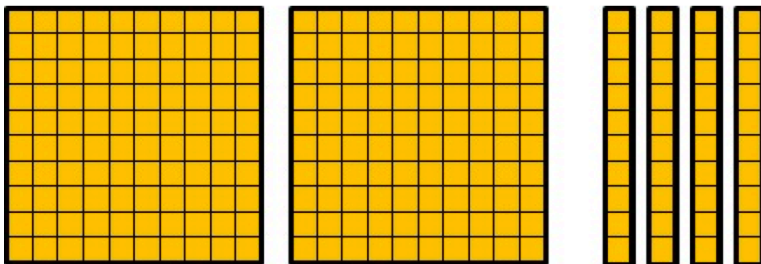
- Write it as a three-digit number.
- Write its name in words.
- Draw a picture to represent the number.

Six hundred and nine is a number.

- Write it as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- Draw a picture to represent the number.

The picture represents a number. The big square represents 100, the rectangle represents 10, and the small square represents 1.

- Write it as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- Write its name in words.



Complete Skip Counting by 2s sheet on the next page.

## DAY 2

1. Have students cut, sort and match the cards in the attached template. Glue them in the attached sheet.
2. Have students read the numbers aloud to make sure they are reading numbers correctly

Write  $>$ ,  $<$ , or  $=$  in each circle to compare the numbers.

$$270 \bigcirc 249 \quad | \quad 501 \bigcirc 510 \quad | \quad 635 \bigcirc 653$$

Write four 3 digit numbers greater than 518

\_\_\_\_\_

Write four 3 digit numbers less than 401

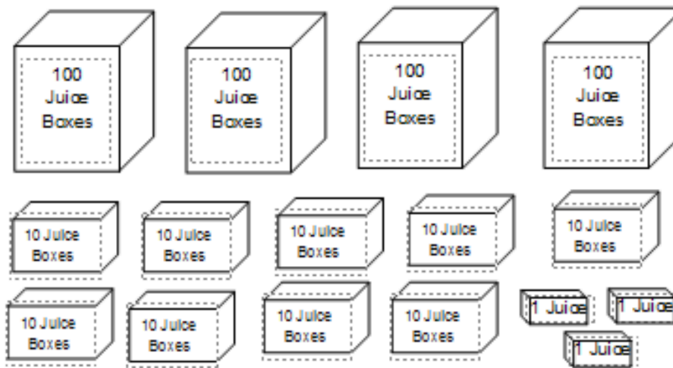
\_\_\_\_\_

Complete the attached skip count by 2s sheet.



## DAY 3

The Elementary School lunch room ordered boxes of juice. The juice came in boxes of 100, packages of 10, or single boxes. A second grader drew the picture below to show how many boxes of juice the school received.



How many juice boxes did the lunch room order? Write the number of juice boxes in number form.

\_\_\_\_\_

Write the number of juice boxes using expanded form.

The next day, the Middle School ordered 40 fewer juice boxes than the Elementary School lunch room. How many juice boxes did they order?

Use  $<$ ,  $>$ , or  $=$  to fill in the blank.

1.  $732$  \_\_\_\_\_  $861$
2.  $500 + 40 + 2$  \_\_\_\_\_  $421$
3.  $912$  \_\_\_\_\_  $900 + 10 + 2$
4.  $204$  \_\_\_\_\_  $420$

Complete the skip counting by 2s sheet attached

Word  
Form

Expanded  
Form

Standard  
Form

$500 + 90$

$400+30+4$

367

254

$300+60+7$

five  
hundred  
ninety

three  
hundred  
sixty-seven

590

$200+50+4$

two  
hundred  
fifty-four

four  
hundred  
thirty-four

434

<b>Word Form</b>	<b>Expanded Form</b>	<b>Standard Form</b>

Name: \_\_\_\_\_

# Skip Count by 2

Fill in the blank with the missing number. Remember, you are counting by 2.

1	3	—	7	9	—
---	---	---	---	---	---

13	—	17	—	21	23
----	---	----	---	----	----

—	27	29	31	—	35
---	----	----	----	---	----

37	39	—	43	45	47
----	----	---	----	----	----

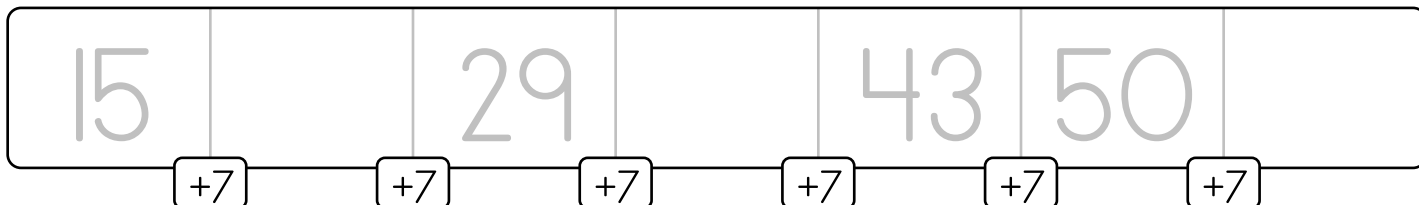
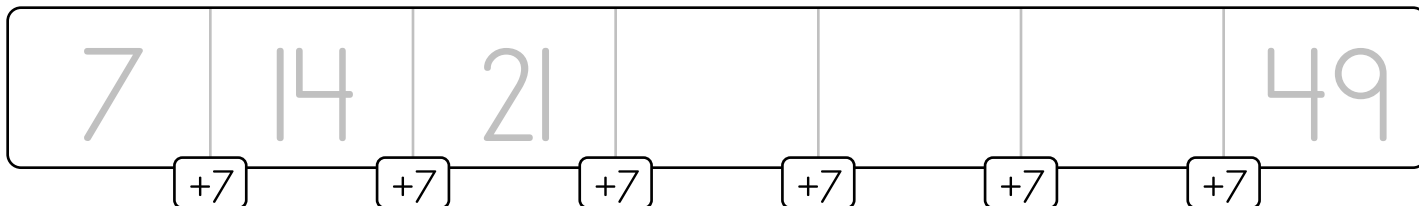
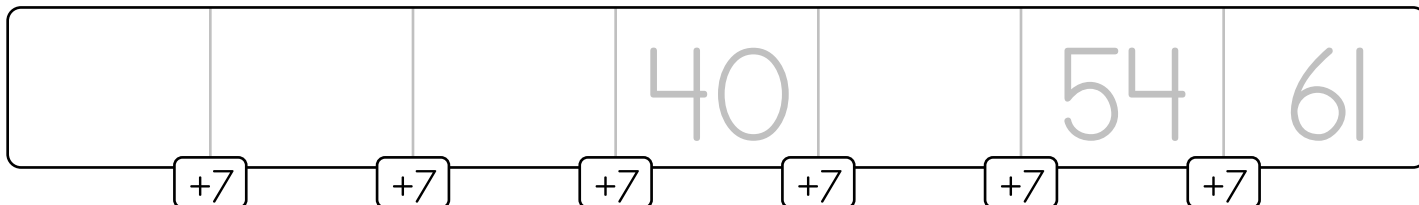
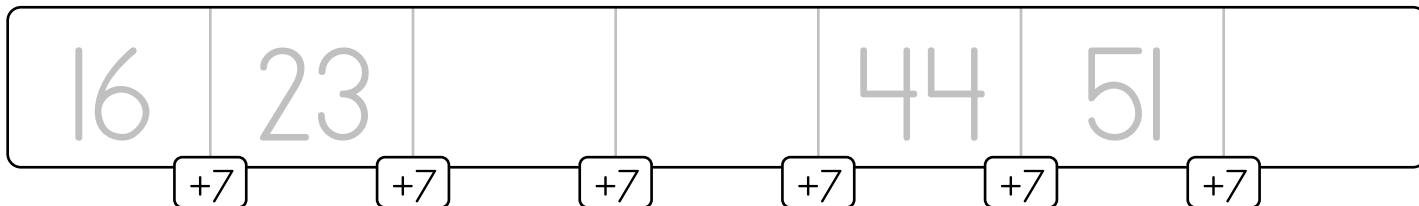
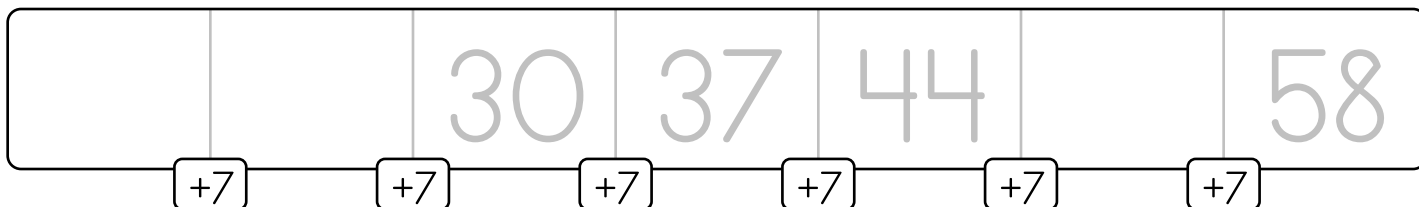
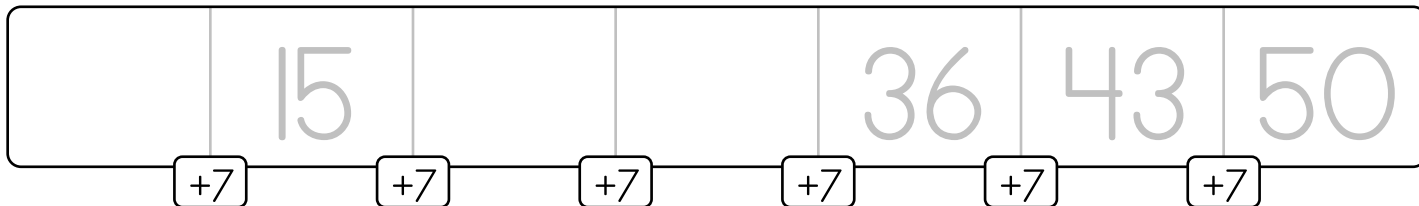
49	—	53	55	57	59
----	---	----	----	----	----

—	63	65	67	—	71
---	----	----	----	---	----

# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.

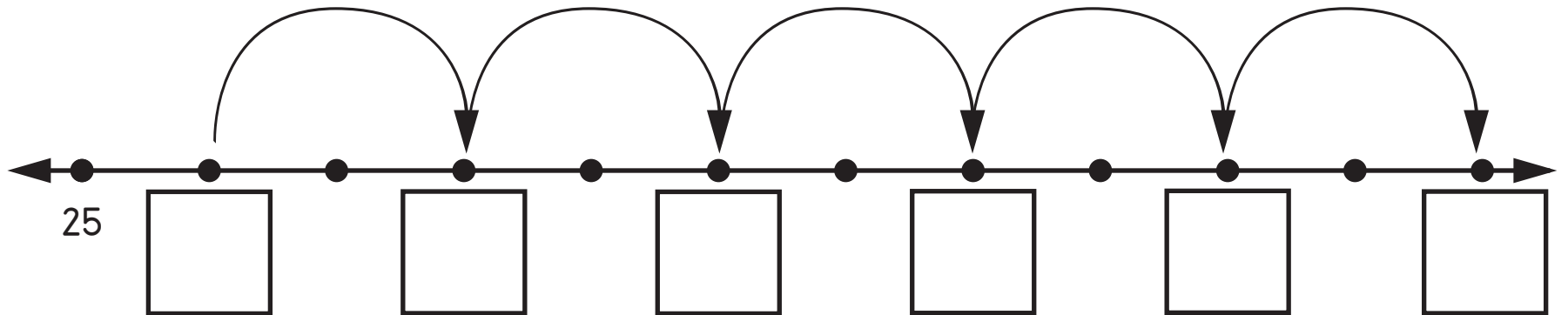
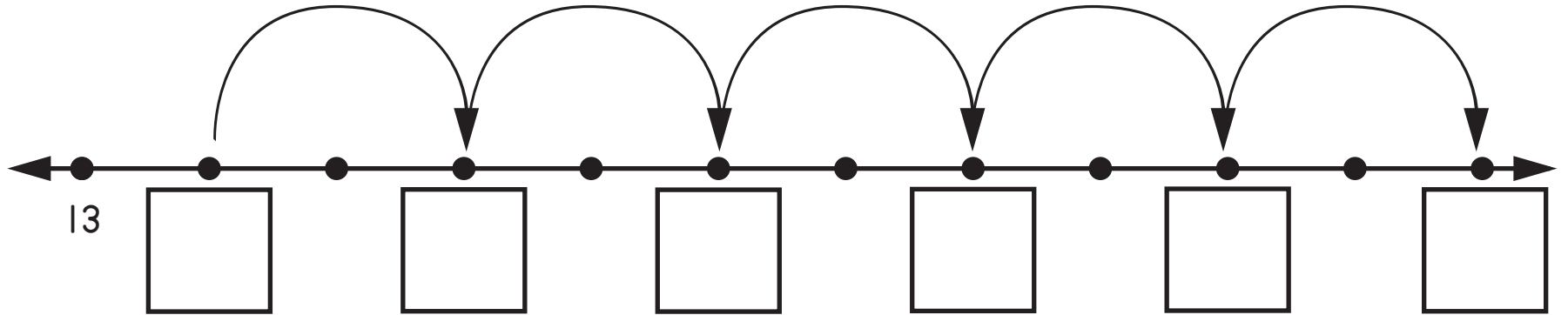
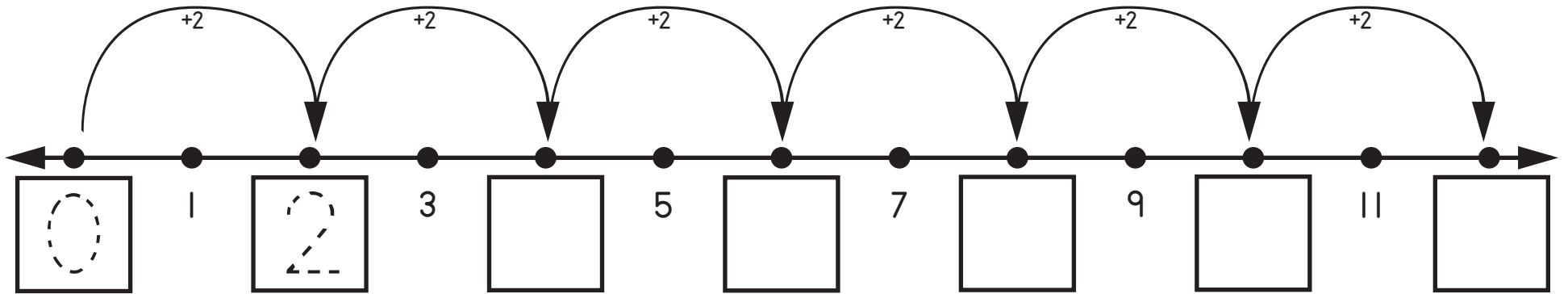




Name: \_\_\_\_\_

# Count by 2s

Count by 2s and fill in the missing numbers on the number lines.



DAY 1

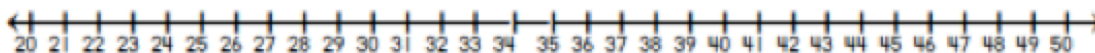
Add or subtract with the base ten blocks. Write the sum or difference on the line.

$$45 - 23 = \underline{\hspace{2cm}}$$

$$34 + 12 = \underline{\hspace{2cm}}$$

Find the sum or difference. Show how you added or subtracted on the number line.

$27 + 18 =$



$44 - 19 =$



Use the attached worksheet. Set your clock for 1 minute. How many problems can you solve correctly. Draw a line under the last one you solved in a minute. Then, solve the rest of the worksheet

## DAY 2

Break apart one or both numbers to make them easier to add. Write the sum.

$$\begin{array}{r} 35 \\ \diagdown \quad \diagup \\ \square \quad \square \end{array} + \begin{array}{r} 43 \\ \diagdown \quad \diagup \\ \square \quad \square \end{array} =$$

Break apart one or both numbers to make them easier to subtract. Write the difference.

$$\begin{array}{r} 64 \\ \diagdown \quad \diagup \\ \square \quad \square \end{array} - \begin{array}{r} 37 \\ \diagdown \quad \diagup \\ \square \quad \square \end{array} = ($$

Use the attached sheet. Set your clock for 1 minute. How many problems can you solve correctly. Draw a line under the last one you solved in a minute. Then, solve the rest of the worksheet

Complete the attached skip count by 3s sheet.



## DAY 3

Jalen had 30 marbles. When he cleaned out his closet he found some more marbles. Now Jalen has 58 marbles. How many marbles did Jalen find?

- a) Write an equation that represents this problem. Use a symbol for the unknown number
  
- b) Solve the problem. Use words, numbers or pictures to explain your reasoning.

Amanda has 14 fewer stuffed animals than Beth. Beth has 40 stuffed animals. How many stuffed animals does Amanda have?

- a) Write an equation that represents this problem. Use a symbol for the unknown number
  
- b) Solve the problem. Use words, numbers or pictures to explain your reasoning.

Complete the skip counting by 3s sheet attached

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

1 Minute Drill

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

Name: \_\_\_\_\_

# Skip Counting by 3

Fill in the blank with the missing number. Remember, you are counting by 3.

0   3   6   9          15

---

18          24          30   33

---

       39   42   45   48       

---

54   57          63   66   69

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       75   78   81          87

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90          96   99   102

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

1 Minute Drill

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

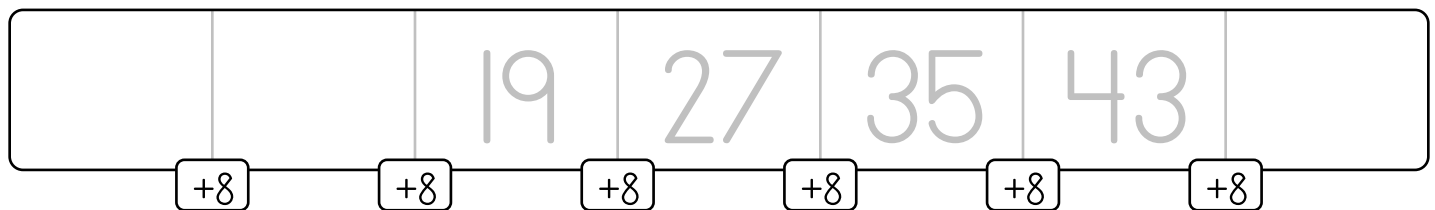
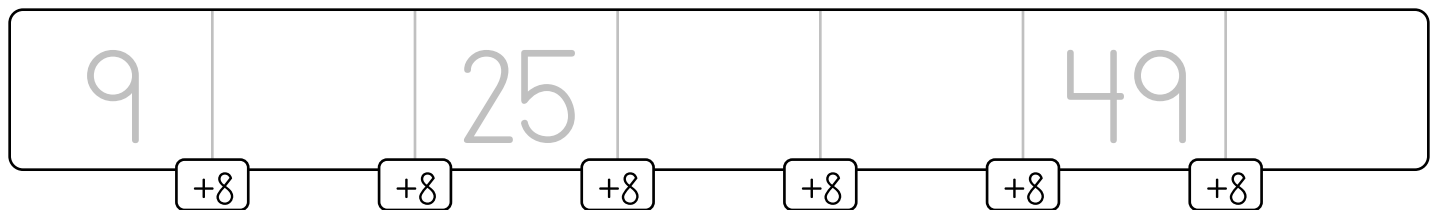
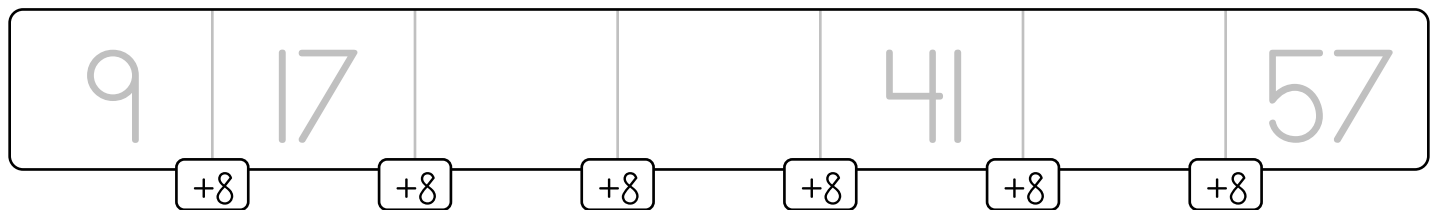
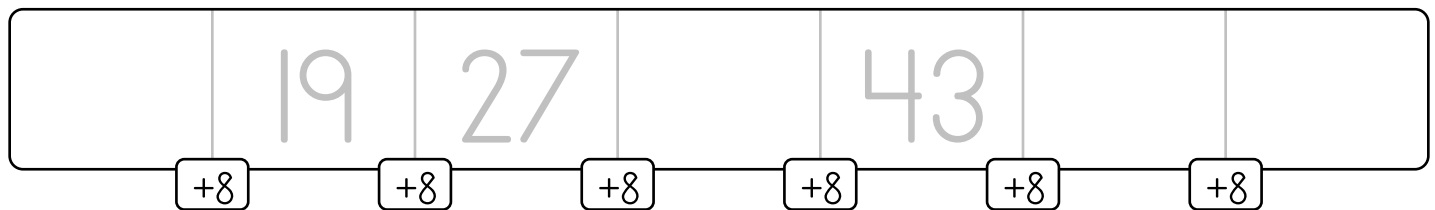
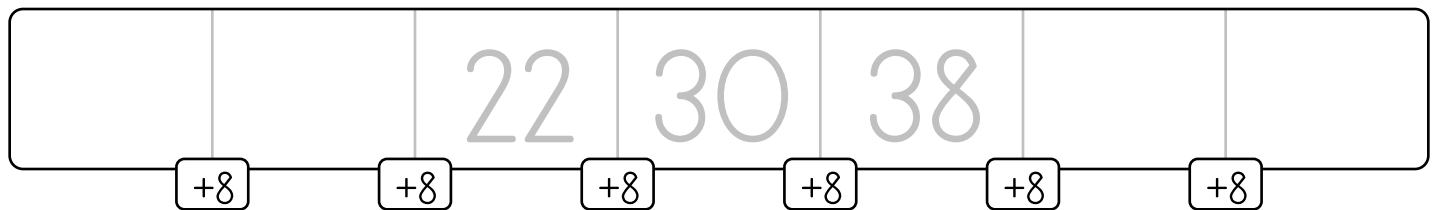
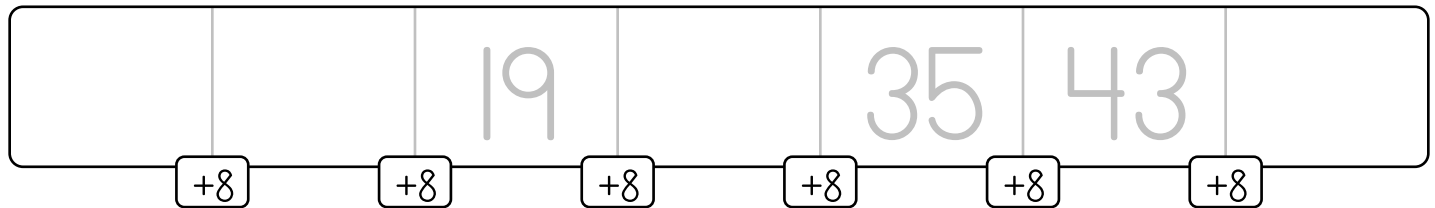
$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.





## DAY 1

Write 10 more and 10 less for each number

$$\underline{\hspace{2cm}}, 641, \underline{\hspace{2cm}}$$

10 Less 10 More

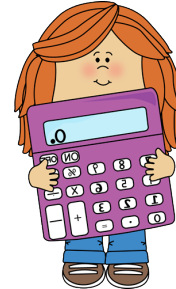
$$\underline{\hspace{2cm}}, 194, \underline{\hspace{2cm}}$$

10 Less 10 More

$$\underline{\hspace{2cm}}, 813, \underline{\hspace{2cm}}$$

10 Less 10 More

Use the attached sheet to skip  
count by 4s



Write 100 less or 100 more for each number

$$\underline{\hspace{2cm}}, 683, \underline{\hspace{2cm}}$$

100 Less 100 More

$$\underline{\hspace{2cm}}, 802, \underline{\hspace{2cm}}$$

100 Less 100 More

$$\underline{\hspace{2cm}}, 599, \underline{\hspace{2cm}}$$

100 Less 100 More

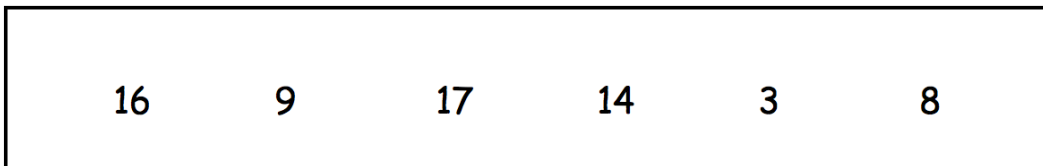
$$\underline{\hspace{2cm}}, 459, \underline{\hspace{2cm}}$$

100 Less 100 More

Use the attached worksheet. Set your clock for 1 minute. How many problems can you solve correctly. Draw a line under the last one you solved in a minute. Then, solve the rest of the worksheet

DAY 2

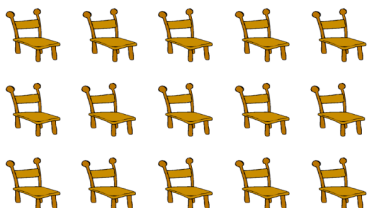
Circle 2 even numbers in the box. Write an equation with equal addends for each number you circled



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

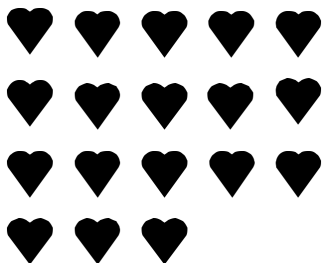
Write a repeated addition equation that shows the total number of chairs and bicycles.



Show a rectangular array for 12 squares. Write an equation.

Write an equation with two equal addends for this group of hearts.

This is an even group of hearts.



## DAY 3

The table shows how many pennies each person has. How many pennies do they have in all \_\_\_\_\_

<b>Holly 58</b>	<b>Bob 93</b>	<b>Sue 92</b>	<b>Sean 31</b>
-----------------	---------------	---------------	----------------

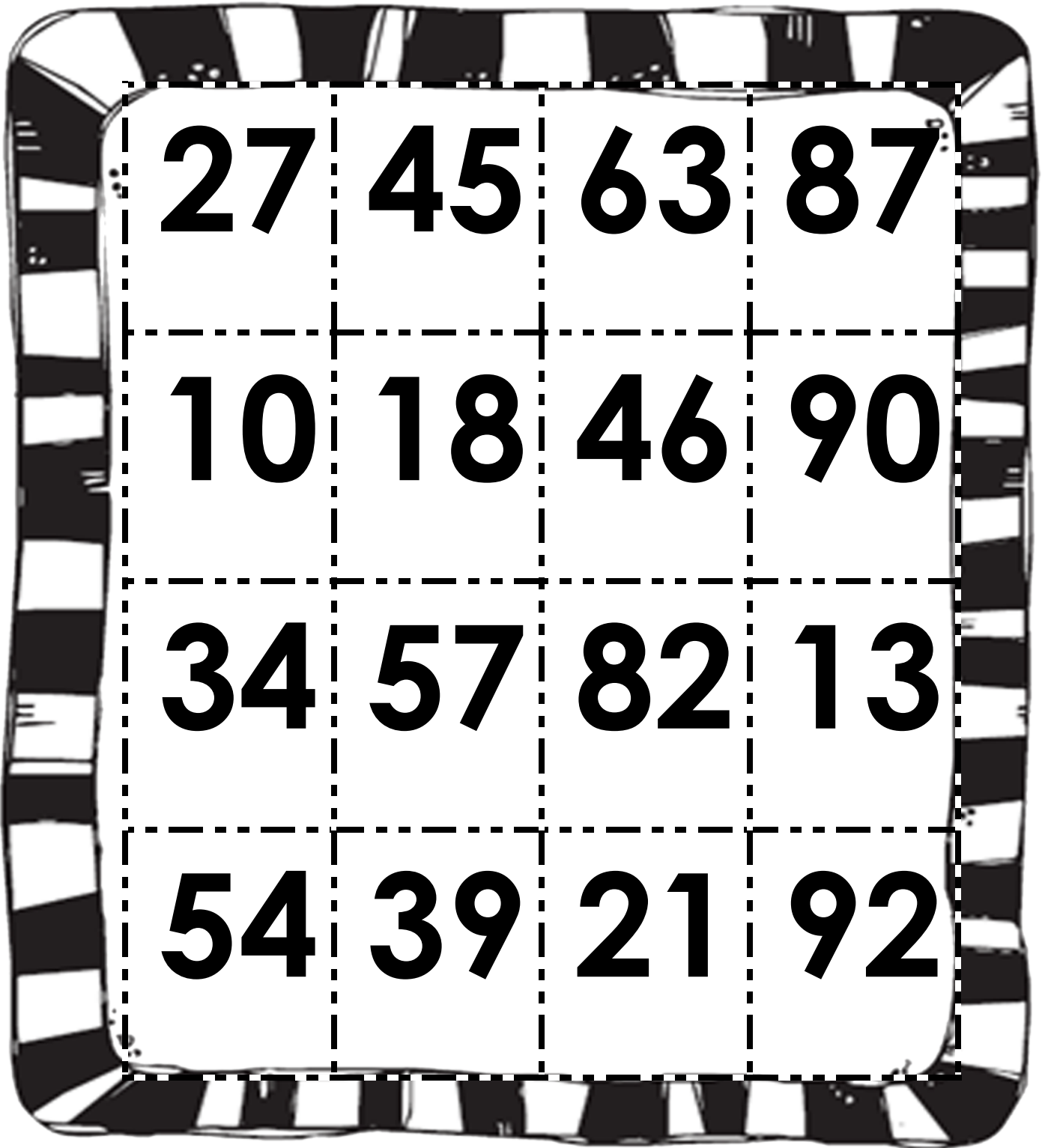
Show or tell how you added.

Toss 4 chips on the attached game board and add the numbers on which your chips landed. Do this 4 times. Write down your addition and show how you solved your problems in the space below.

*Materials:*  
· Game board  
· 4 chips  
· paper/pencil

Use the attached sheet. Set your clock for 1 minute. How many problems can you solve correctly. Draw a line under the last one you solved in a minute. Then, solve the rest of the worksheet

Toss two, three, or four chips on the mat. Add the numbers the chips are on.



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

1 Minute Drill

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

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$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

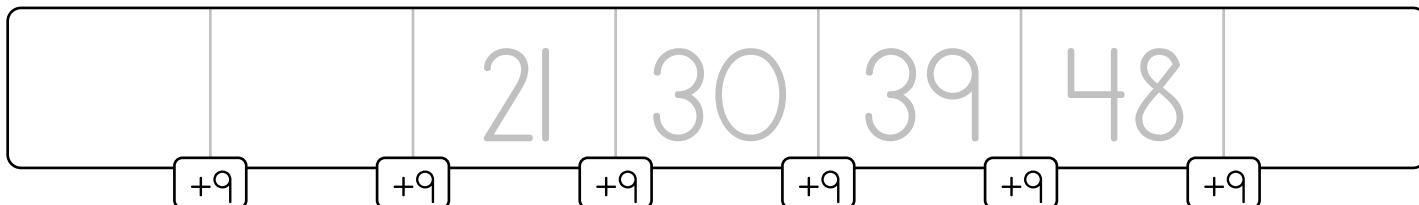
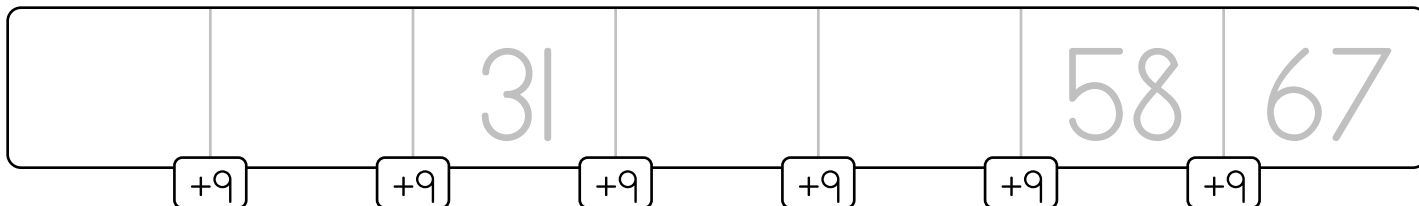
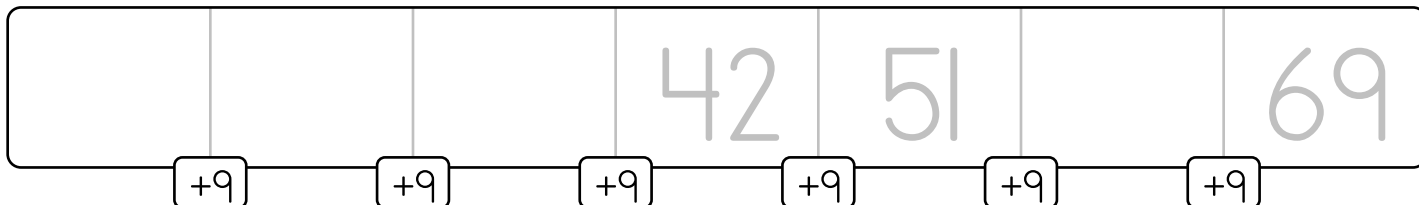
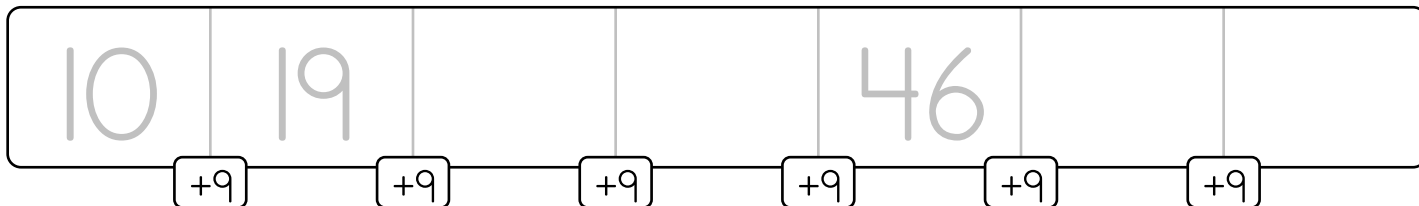
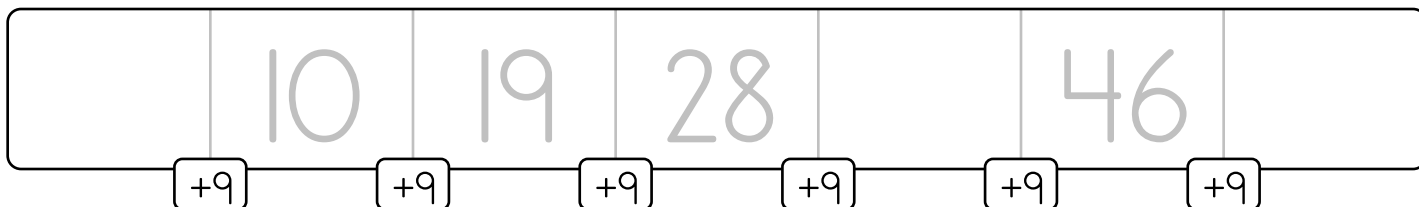
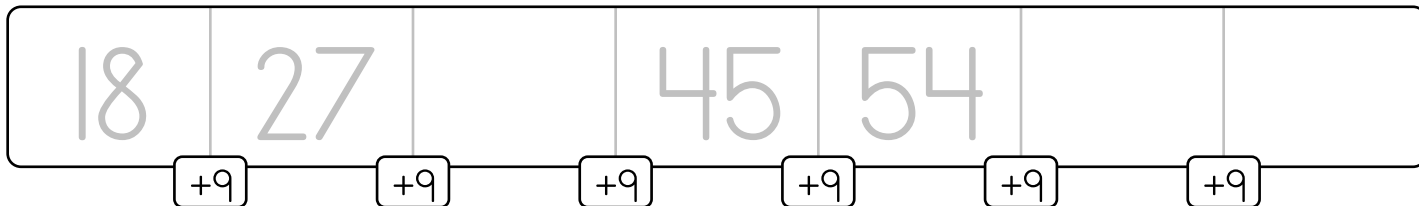
$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

1 Minute Drill

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

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$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

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$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

## RISING GRADE 3 - MID SUMMER REVIEW

1. Set the clock for 1 minute. Add these in 1 minute. Draw a line on the last problem you solved.

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

2) Look at the digits to find the next two numbers. 37, 47, 47, 67, \_\_\_\_\_, \_\_\_\_\_

The rule is: \_\_\_\_\_

Finish the pattern and write the rule. 50, \_\_\_\_\_, 60, 65, \_\_\_\_\_

The rule is: \_\_\_\_\_

Luke wrote a number pattern starting with 237. He counted on by hundreds. Write the missing digits to show his pattern.

237, 3\_ \_, \_4\_, 5\_ \_, \_ \_7

3. Fill in the blanks with the correct number.

531 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

760 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

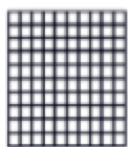
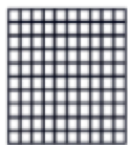
4. Write the number that has 8 hundreds, 0 tens, 7 ones = \_\_\_\_\_

Write the number that has 0 hundreds, 3 tens, 7 ones = \_\_\_\_\_



**5. Write the numbers represented below:**

Five hundred ninety four \_\_\_\_\_



\_\_\_\_\_

**6.** Tom has 27 marbles. Ben has 12 more marbles than Tom. How many marbles does Ben have?

**7.** On Monday morning Tara picked some apples from the tree. In the afternoon she picked 40 more apples and then she had 76 apples in all. How many apples did Tara pick in the morning?

**8. Use squares, sticks, and dots to show each number.**

432

618

**9. Use <, >, or = to fill in the blank.**

1. 642 \_\_\_\_\_ 761

2.  $500 + 30 + 3$  \_\_\_\_\_ 421

3. 512 \_\_\_\_\_  $500 + 10 + 2$

4. 305 \_\_\_\_\_ 530

**10. Write 100 more and 100 less**

\_\_\_\_\_ , 751 , \_\_\_\_\_  
100 Less                      100 More

\_\_\_\_\_ , 107 , \_\_\_\_\_  
100 Less                      100 More

\_\_\_\_\_ , 399 , \_\_\_\_\_  
100 Less                      100 More

**11.** A bird watcher counted 163 white birds and 185 black birds. How many birds did she count?

Select one number from each row.

Hundreds	Ten	Ones
2	4	6
3	5	7
4	6	8

**12.** Use the numbers on the tiles to solve the problem



$$\begin{array}{r} 299 \\ +23 \\ \hline \_ \_ 6 \end{array}$$

**13.** There are 100 books on the shelves. On the table, there are 15 stacks of books with 10 books in each stack. What 3 digit number tells how many books there are?

\_\_\_\_\_   
 Draw a picture to explain

**14.** There is a 3 digit number that have the digit 3 in the ones place, the digit 2 in the tens place, and the digit 4 in the hundreds place. What is the number? \_\_\_\_\_

**15.** Which of the following are equal to the number of dots in the picture below? (Choose all that apply.)

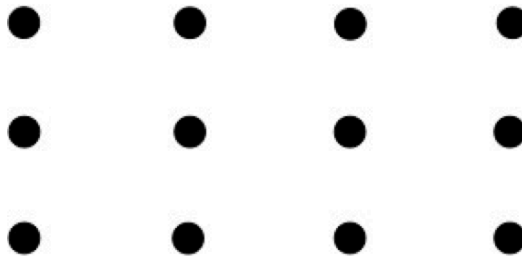
1.  $3 + 3 + 3$

2.  $3 + 4$

3.  $4 + 4 + 4$

4.  $4 + 4 + 4 + 4$

5.  $3 + 3 + 3 + 3$



**16.** Is 15 an even number? Explain your reasoning with counters, pictures, numbers or words.

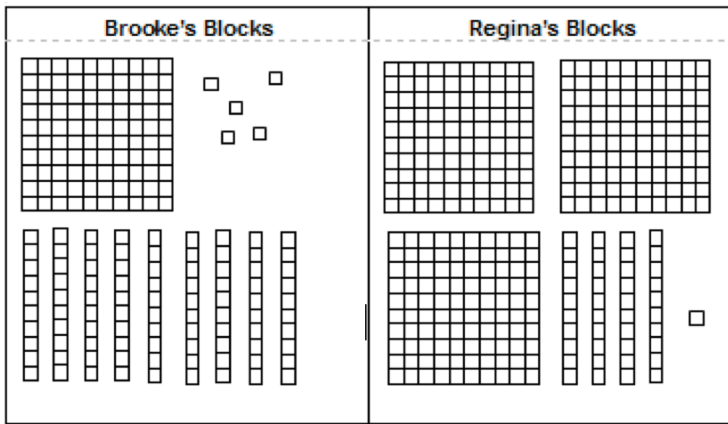
DAY 1

Write the missing numbers to make the equations true.

$7 + 8 + 3 = \underline{\hspace{2cm}} + 8$
$15 - 9 = 16 - \underline{\hspace{2cm}}$

$5 + \underline{\hspace{2cm}} = 9 + 5$
$4 + 7 + 4 = \underline{\hspace{2cm}} + 7$

Brooke and Regina both have some base ten blocks.



If they combine their blocks, how much do they have altogether? \_\_\_\_\_  
 Explain your reasoning with drawings, words, and/or numbers.

When Mary adds her blocks to Brooke's and Regina's blocks they have 700 blocks. How many blocks did Mary have?

Jerry bought 17 tickets at the fair. His brother gave him 9 more. Sally had 9 tickets from last year and she bought 17 tickets when she got to the fair. Do Jerry and Sally have the same number of tickets? How do you know? Explain using pictures, numbers and/or words.

## DAY 2

Decompose one or both numbers to make them easier to add.

$461 + 254$

$307 + 328 =$

Use the best strategy to add the following numbers. Show your work

$388 + 307 =$

$416 + 74 =$

$527 + 106 =$

509 hot dogs were sold at a baseball game. 464 hot dogs were sold at another baseball game. How many hot dogs were sold at the two baseball games?

There were 214 first graders and 135 second graders in an elementary school. How many first and second graders were there in the school?

Complete the attached skip count by 6s sheet.

## DAY 3

Use the best strategy to subtract the following numbers. Show your work.

$238 - 115 =$

$203 - 55 =$

$674 - 307 =$

John estimated 367 marbles in the class marble jar. The class counted the marbles and counted 185 less. How many marbles were in the jar?

Find a missing value

**1)**  $? + 12 = 967$

**6)**  $730 - 429 = ?$

**2)**  $47 + ? = 269$

**7)**  $855 - ? = 583$

**3)**  $981 = 971 + ?$

**8)**  $? - 546 = 304$

**4)**  $793 = ? + 630$

**9)**  $? = 983 - 117$

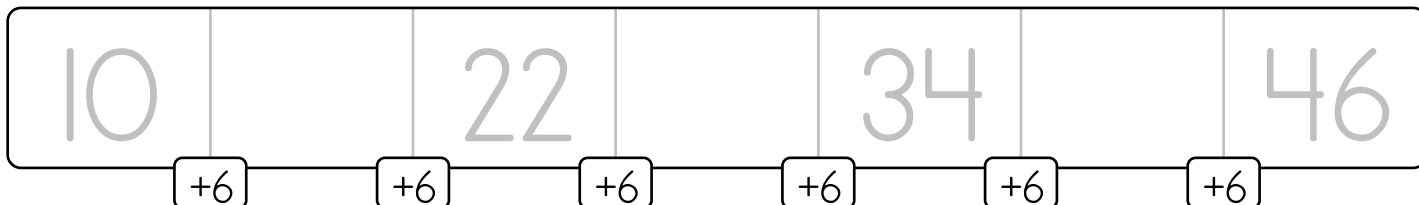
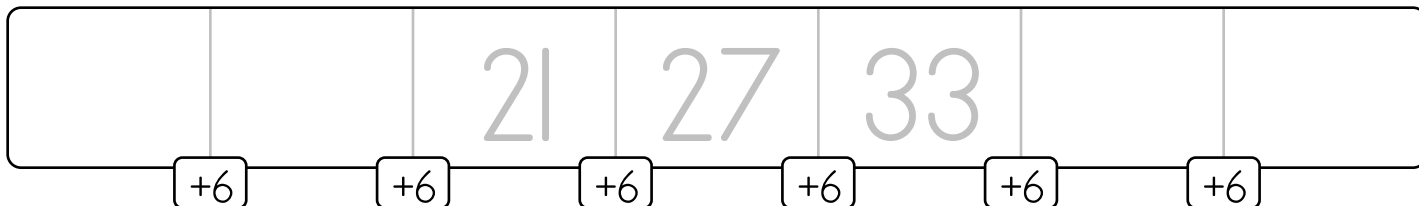
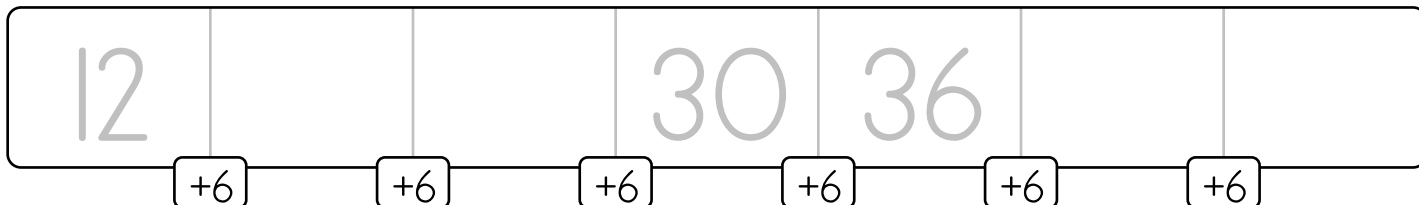
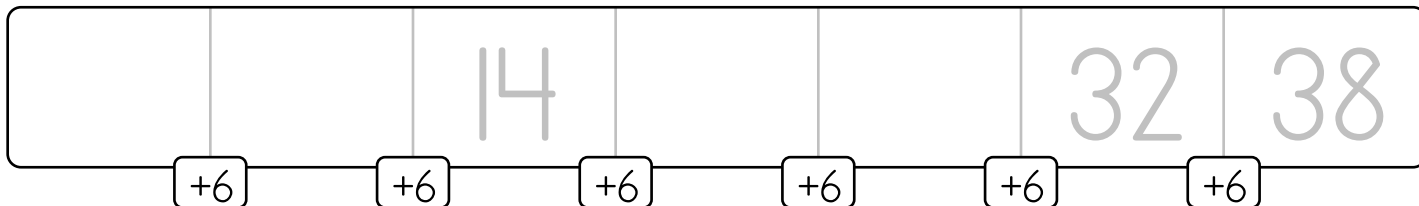
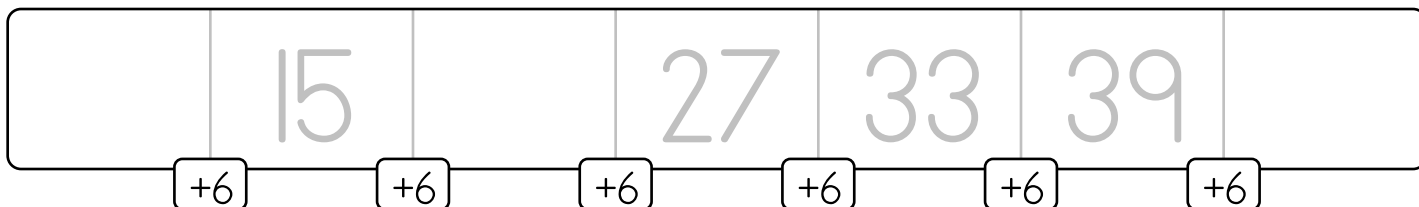
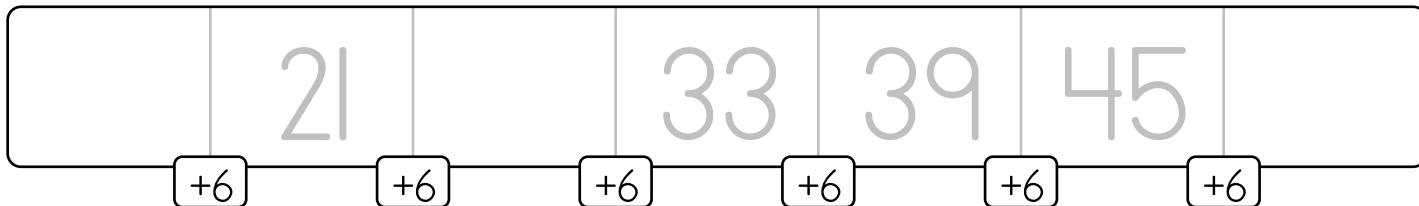
**5)**  $? = 149 + 31$

**10)**  $516 = 872 - ?$

# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.



DAY 1 Circle the best tool to measure

Object	Tool		
<u>the</u> hallway	Ruler	Yard stick	Measuring tape
<u>your</u> waist	Ruler	Yard stick	Measuring tape
<u>an</u> eraser	Ruler	Yard stick	Measuring tape

Measure the length and width of the book in centimeters. About how many centimeters is the book?

length \_\_\_\_\_cm      width \_\_\_\_\_cm

Now measure the book using paperclips. About how many paperclips did you need do measure the length and width of the book?

length \_\_\_\_\_paperclips      width \_\_\_\_\_paperclips

Are your two measurements the same or different? Explain your answer.

- 1) Gather a variety of objects that measure 5 – 25 centimeters in length, such as a pencil, a crayon, a marker, a school box and piece of yarn.
- 2) Use a ruler with inches on one side and centimeters on the other.
- 3) Complete the attached task card. Which objects are closest to below measurements. Write down objects and their lengths.

**Use a ruler to find objects that are the following lengths.**

1. 5 centimeters	5. 8 centimeters
2. 15 centimeters	6. 12 centimeters
3. 18 centimeters	7. 25 centimeters
4. 10 centimeters	8. 20 centimeters



**DAY 2**

Use the attached sheet. Estimate the length of each object in inches and in centimeters. Then, find 3 of these objects around you. Measure them in inches and in centimeter. Was your estimation correct. Explain why or why not.

Object 1: \_\_\_\_\_ My estimation \_\_\_\_\_cm \_\_\_\_\_in Actual length\_\_\_\_cm \_\_\_\_\_in  
 Object 1: \_\_\_\_\_ My estimation \_\_\_\_\_cm \_\_\_\_\_in Actual length\_\_\_\_cm \_\_\_\_\_in  
 Object 1: \_\_\_\_\_ My estimation \_\_\_\_\_cm \_\_\_\_\_in Actual length\_\_\_\_cm \_\_\_\_\_in

My explanation:

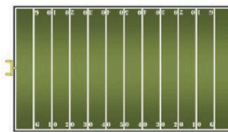
**Circle the object that is about a foot long. Put an X on the object that is about a meter long.**



Baseball bat



Laptop

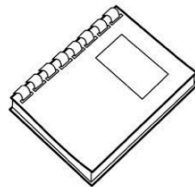


Football Field

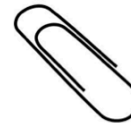
**Circle the object that is about a foot long. Put an X on the object that is about an inch long.**



Motorcycle



Notebook



Paperclip

Complete the attached skip count by 7s sheet.

DAY 3

Pencil A:

How many centimeters do you think the length is? \_\_\_\_\_



I measured the pencil. It is \_\_\_\_\_ centimeters long.

Pencil B:

How many centimeters do you think the length is? \_\_\_\_\_

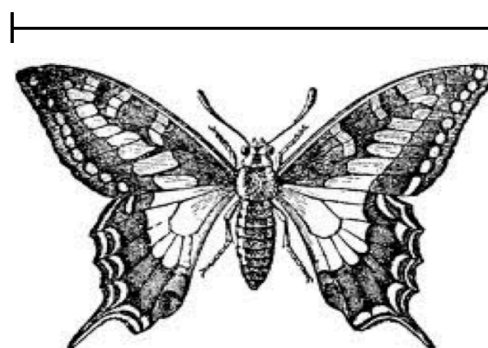


I measured the pencil. It is \_\_\_\_\_ centimeters long.

Which pencil is the longest? \_\_\_\_\_

How many more centimeters does the short pencil need to be so that it is the same length as the long pencil?

The lines show the wingspan of a dragonfly and a butterfly. How many centimeters longer is the butterfly's wingspan than the dragonfly's wingspan?



My desk is 36 inches long. The chalkboard is 99 inches long. Which one is longer? How much longer is it?

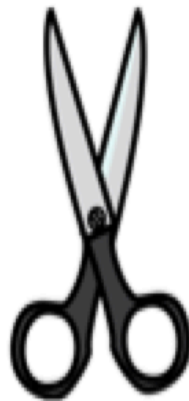
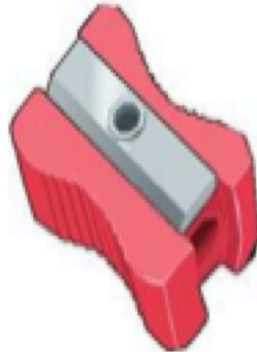
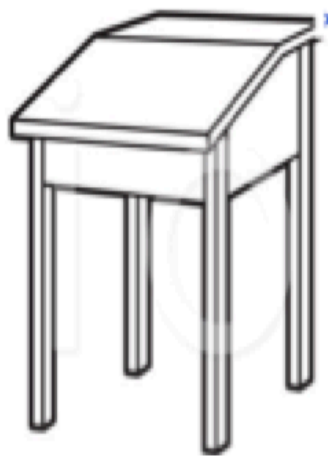
Complete the skip counting sequence below. Make sure to find the pattern first.

12 , 19 , 26 , \_ , \_ , \_ , \_ , \_

\_ , \_ , 21 , \_ , 35 , \_ , 49 , \_

1 , \_ , \_ , 22 , 29 , \_ , \_ , \_

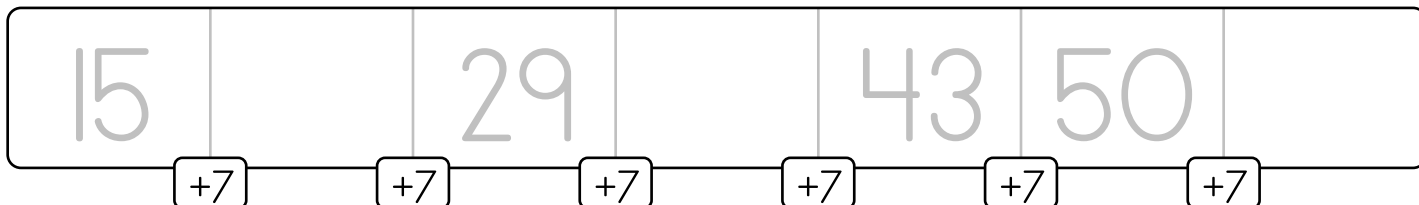
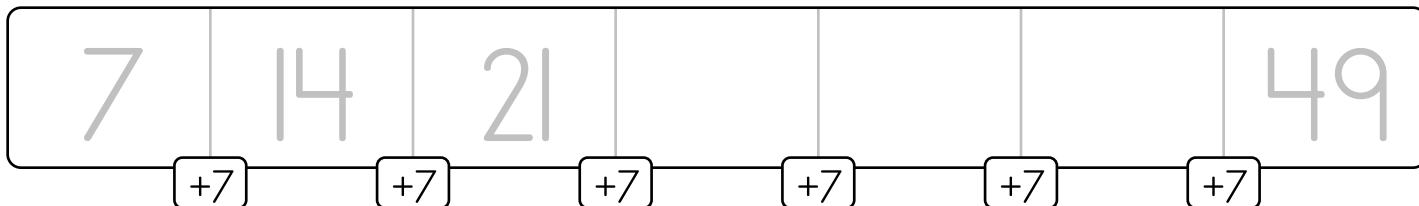
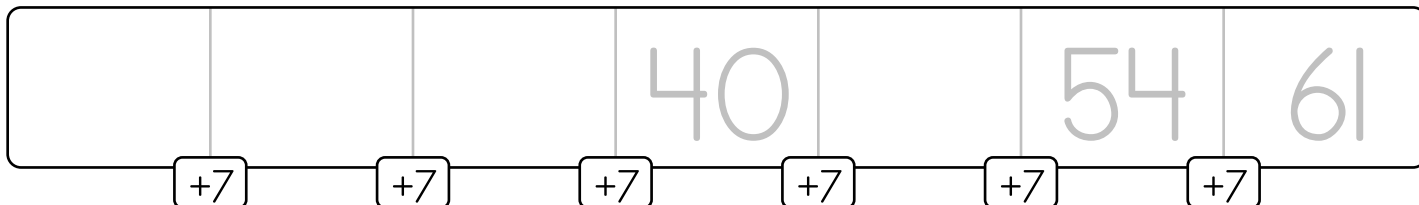
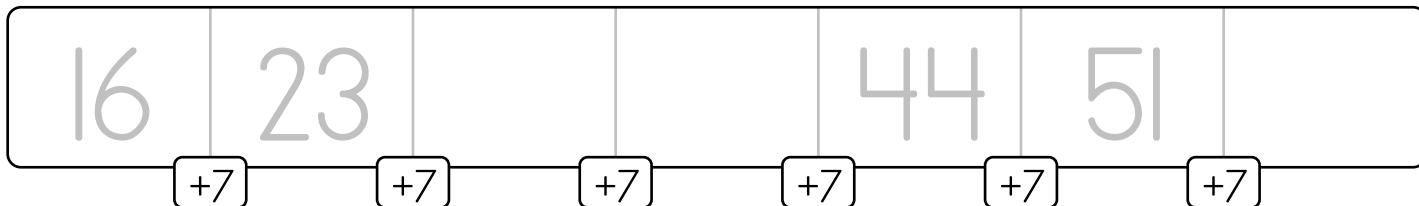
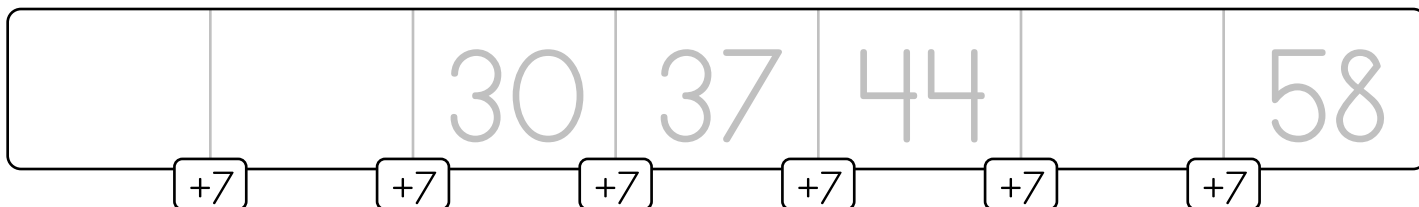
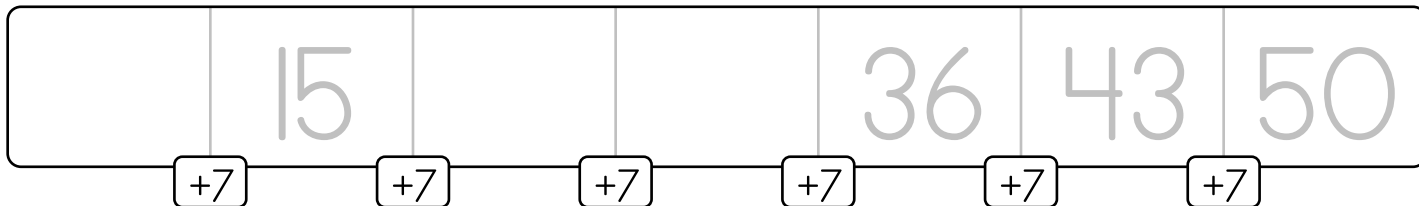
\_ , 21 , \_ , \_ , \_ , 49 , 56 , \_



# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.



## DAY 1

The teacher measured some fabric for a quilt. Then, she measured 10 more feet of fabric. Now she had 45 feet of fabric.

How many feet of fabric did the teacher measure before?

Write an equation that represents this problem. Use a symbol for the unknown number

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

A snake was 35 inches long. Now it is 60 inches. How much did the snake grow? Show how you solved the problem on the number line.

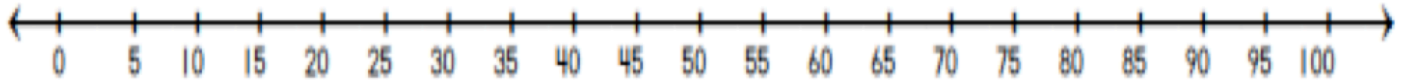


A ribbon was 50 cm long. After I cut some off, 37 cm was left. How much did I cut off? Write an equation and solve the problem

Complete the attached sheet to skip count by 8s

## DAY 2

A fence is 60 feet long. 45 feet have been painted. How many feet still need to be painted? Show how you solved the problem on the number line.



Martina ran 9 fewer yards than Nicole. Nicole ran for 21 yards. How many yards did Martina run?

Write an equation that represents this problem. Use a symbol for the unknown number

Solve the problem.

Use words, numbers or pictures to explain your reasoning.

A zookeeper measured two snakes. One measured 41cm and the other measured 64 cm. What was the difference in length between the two snakes?

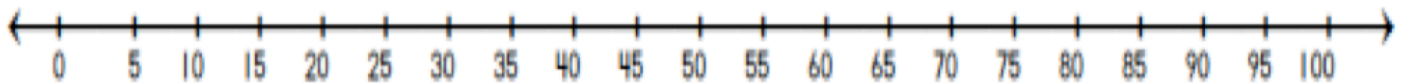
Complete the attached skip count by 7s sheet.

## DAY 3

The 2nd grade hallway is 52 feet long. The cafeteria is 37 feet long.

How long must I walk if I walk down the 2nd grade hallway and all the way across the cafeteria?

A building is 80 feet tall. A nearby tree is 45 feet tall. How much taller is the building? Show how you solved the problem on the number line.



On the playground, Grace threw the ball 3 more feet than Ella. Grace threw the ball 21 feet. How far did Ella throw the ball?

Write an equation that represents this problem. Use a symbol for the unknown number. Solve the problem.

Use words, numbers or pictures to explain your reasoning.

Complete the skip counting sequence below. Make sure to find the pattern first.

1, 9, 17, \_\_, \_\_, \_\_, \_\_, \_\_

15, \_\_, \_\_, \_\_, \_\_, 55, \_\_, 71

18, 26, \_\_, 42, \_\_, \_\_, \_\_, \_\_

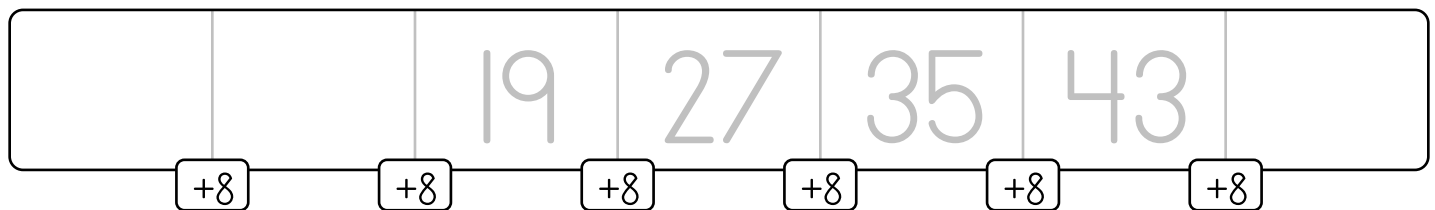
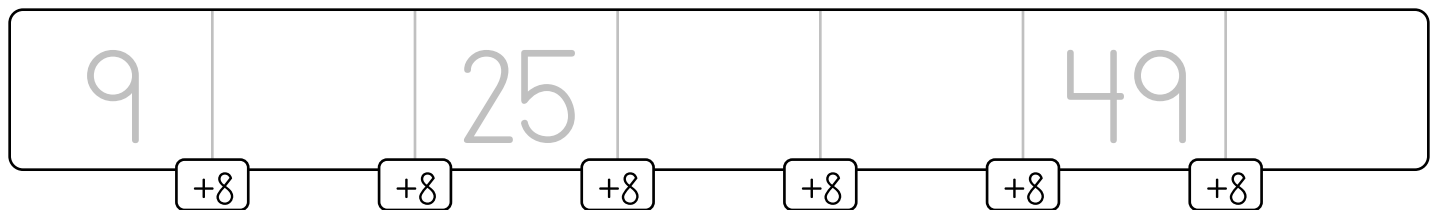
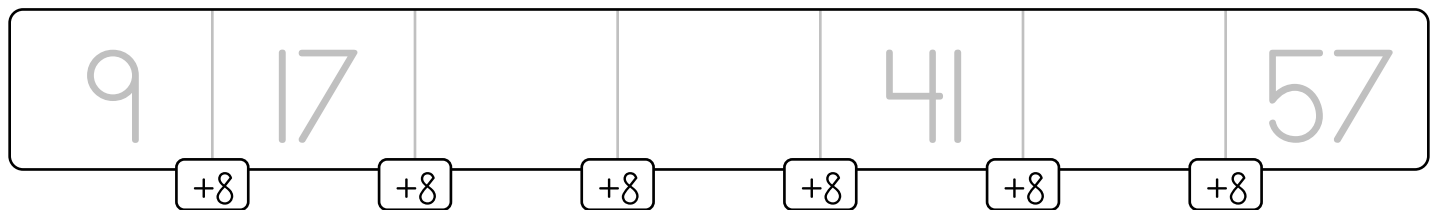
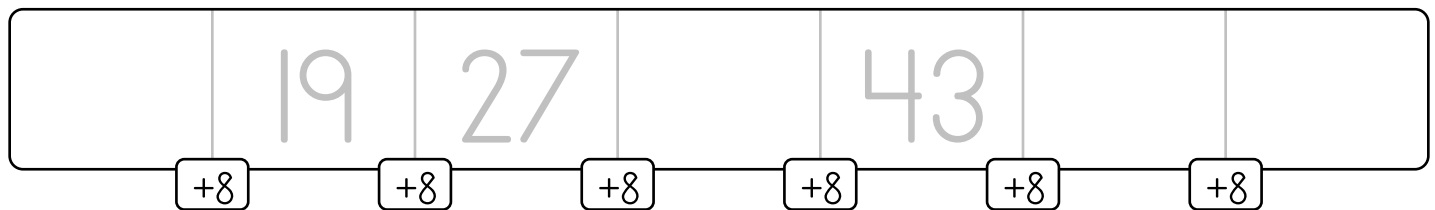
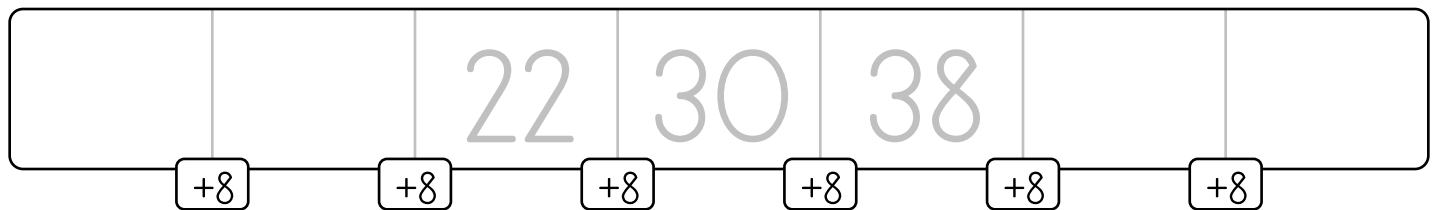
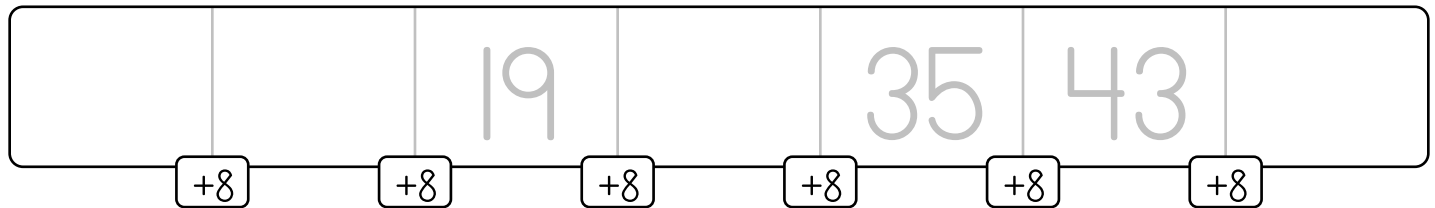
8, \_\_, \_\_, 32, \_\_, \_\_, \_\_, 64

\_\_, 8, 16, 24, \_\_, \_\_, \_\_, \_\_

# Skip Counting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.





DAY 1

Put an X on the penny. Circle the nickel. Shade the dime



Count all of the coins. Write the total.



Jamir has collected some pennies in a jar. Recently, he added coins other than pennies to his jar. Jamir reached his hand into the jar and pulled out this combination:



1. What is the total value of these coins?
2. Write a number sentence that represents the total value of the coins.
3. Jamir reached into the jar again and was surprised to pull out a different combination of coins with the same total value as before. Draw a collection of coins that Jamir could have pulled from the jar.
4. Write a number sentence that represents the total value of the coins.

Use the attached sheet to skip count by 9s

DAY 2

Draw each amount of money in two different ways.

Use (P) or (1) for penny.

Use (N) or (5) for nickel.

Use (D) or (10) for dime.

Use (Q) or (25) for dime.

47 cents	47 cents
86 cents	86 cents

Susan wanted to make a birthday card for her best friend but needed some art supplies. She emptied her piggy bank and found 1 quarter, 5 dimes, 3 nickels, and 8 pennies.

1. How much money did Susan find in her piggy bank? Show or explain how you know.
  
2. Susan went to the store with her mother and saw a pack of stickers for 35¢ and a glitter pen for 60¢. Does Susan have enough money to buy both items to make her birthday card? Show or explain how you know.
  
3. While Susan was at the store, she saw a ring that she would like to have herself. The ring costs 45¢. Can she still buy one or both of the other items?

Use the attached sheet. Set timer for 1 minute. How many subtraction fact can you recall in 1 minute? Put a line after the last problem you completed in a minute. Then, solve the rest of the problems

DAY 3

Amy went to the arcade. At the arcade, people can buy tokens to use for the games.

1. Amy paid \$5 to get some tokens. Show two different ways she could have paid using some bills and some coins.
  
2. Amy finished playing games. She has 4 tokens left over. Can she use these at the grocery store to buy some food? Why or why not?
  
3. The arcade trades tokens for 15 cents. How much money could Amy trade for her 4 tokens? Can she use these at the grocery store to buy some food? Why or why not?

Count and write money in the box



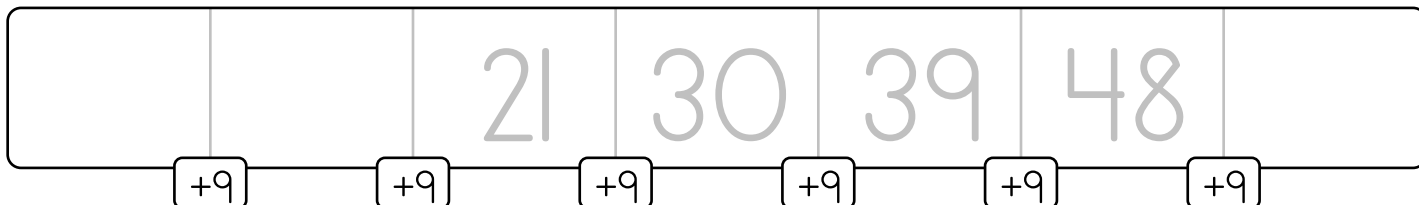
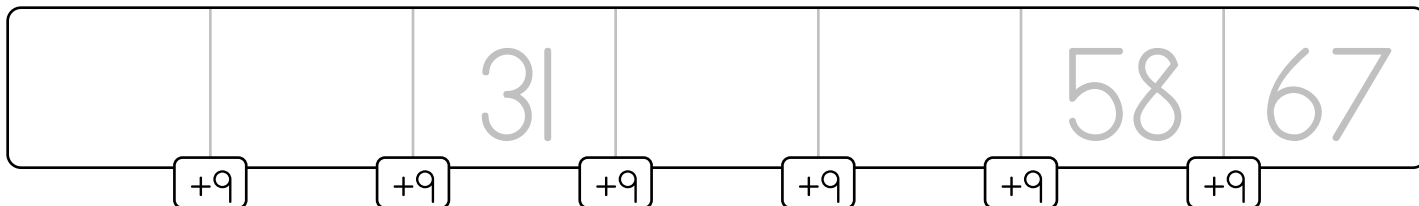
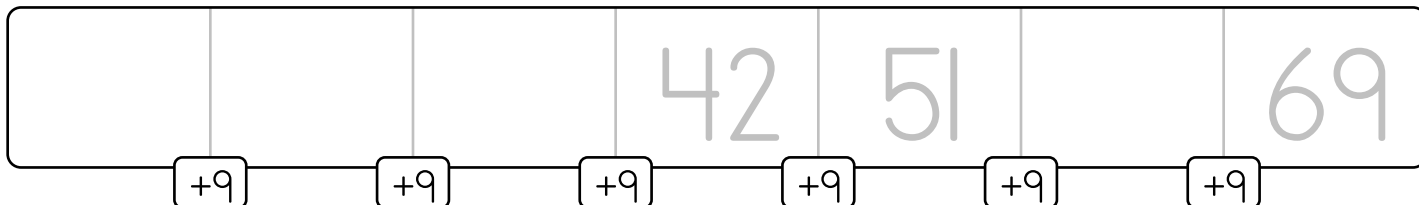
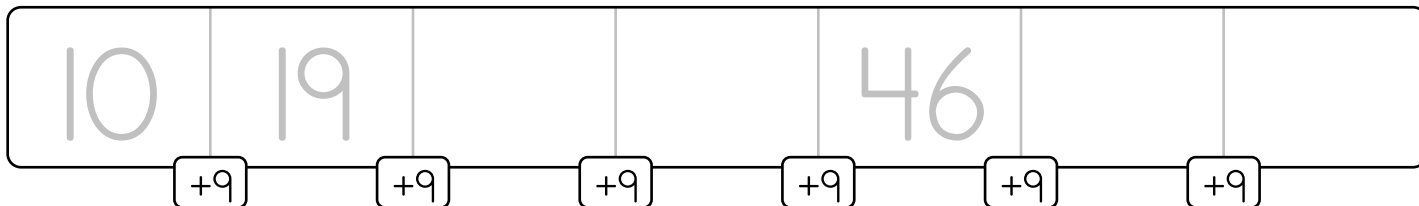
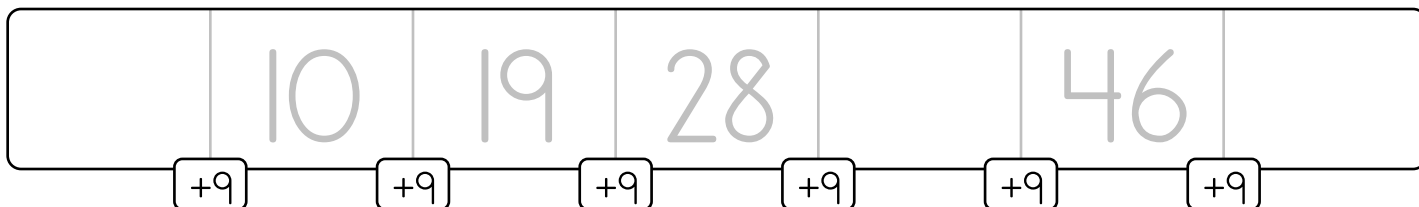
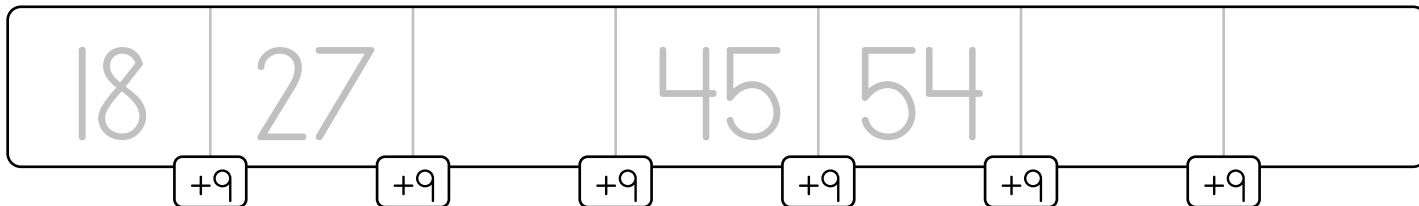
Complete the skip counting sequence below. Make sure to find the pattern first.

- 2, 11, 20, \_\_, \_\_, \_\_, \_\_, \_\_
- 18, \_\_, \_\_, 45, \_\_, \_\_, \_\_, 81
- 5, \_\_, \_\_, 32, \_\_, \_\_, \_\_, 68
- 19, \_\_, \_\_, \_\_, \_\_, \_\_, 73, 82
- 1, \_\_, \_\_, \_\_, 37, 46, \_\_, \_\_

# Skip Counting

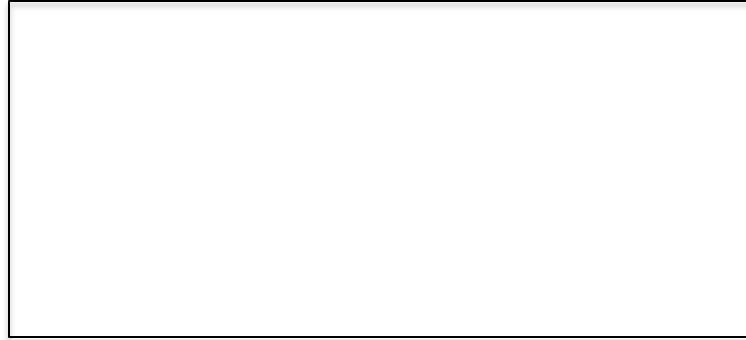
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the skip counting tables.



## DAY 1

Partition the rectangle into 2 rows and 2 columns of same-size squares.  
How many same size squares do you have?



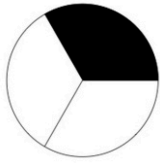
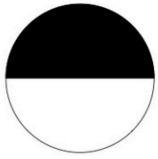
1. How many different rectangles can you make using 12 squares? Draw them below:

2. Label how many squares are in each row and column in each rectangle.

Use the attached sheet to skip count by 5s

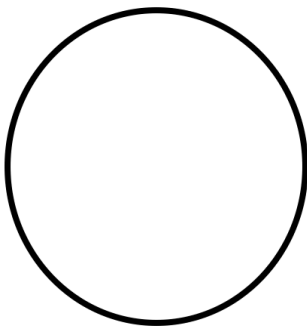
DAY 2

Look at these pictures. Then, answer the questions below. Explain your answers



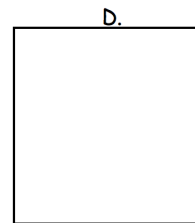
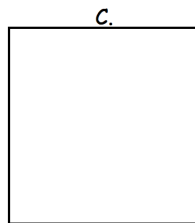
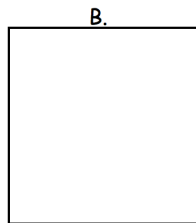
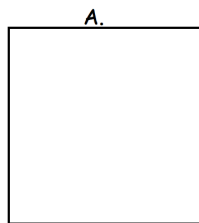
1. Which pictures show one half of the shape shaded?
2. Which picture shows LESS than one half shaded?
3. Which picture shows MORE than one half shaded?

Draw lines to show 3 equal shares. Color a third of each shape



Draw a line or lines to show the following:

- A. 1 square = 2 rectangles
- B. 1 square = 4 squares
- C. 1 square = 2 triangles
- D. 1 square = 3 rectangles

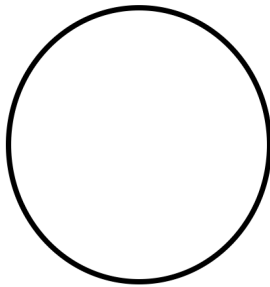


DAY 3

Ms. Nim gave her students a picture of a rectangle. Then she asked them to shade in one half of the rectangle. Here are three pictures. Which ones show one half?



Draw lines to show 3 equal shares. Color a fourth of each shape.



You have 2 round cookies. Cut each cookie into fourths in two different ways.

